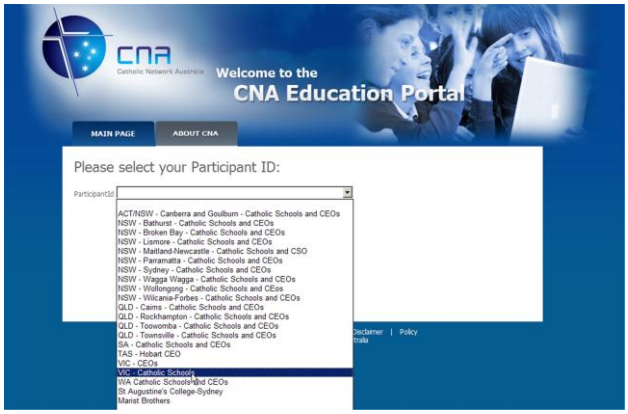
Scootle

To get into Scootle

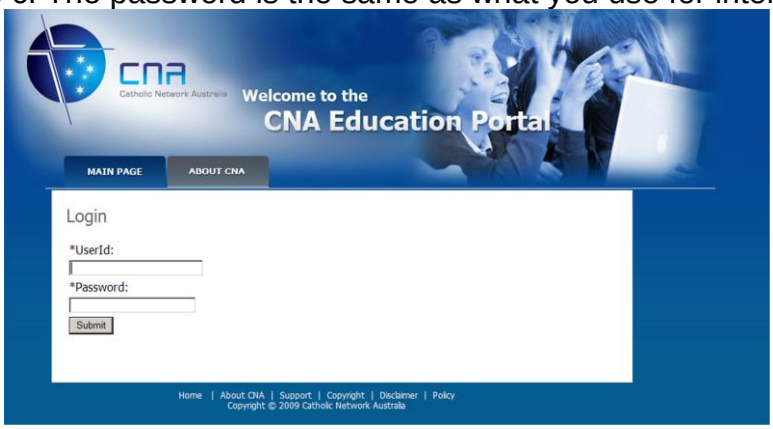
1. Login to CEVN

2. Click on CNA Portal – the second tag at the top of page, then click on the hyperlink 'CNA Education Portal' to gain entrance to Catholic Network Australia Portal(CNA)

3. A dropdown box will appear on the main page. These are all dioceses currently having access to links to sites and features relevant to Learning & Teaching
   Select - Participant ID (Vic Catholic Schools) from the drop down list



4. You are now prompted to Login (Use upper case C in your Cnumber. If no luck try lower case c. The password is the same as what you use for internet/myclasses)



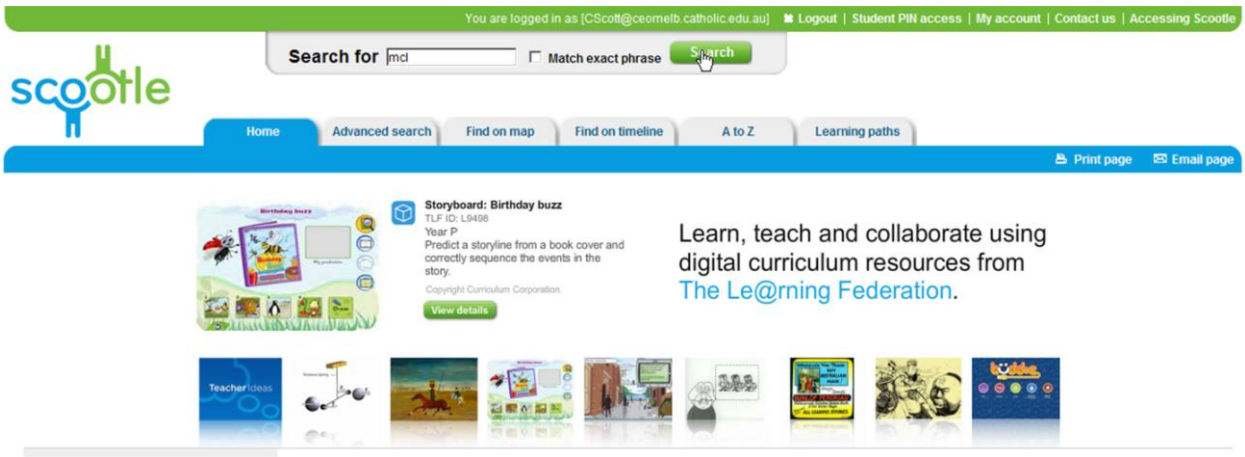
5. You now are at welcome page of Catholic Network Australia (CNA) Portal and have access to vision of CNA, resources and the directory of Catholic School Educators. The directory supports teachers to locate teachers across Australia , eventually leading to forming of interest groups and other collaborative methods.

6. Scootle is a search engine for Learning Federation. To gain access, click on the Education Resources tag & this page will appear. Australian Catholic School teachers have access to extra content via the CNA portal.

7. Click on Scootle icon

8. Register if it's your first time to Scootle (title, name and examine terms of service). You will go straight through next time you enter Scootle.

9. You have now entered the Scootle home page



10. There are **four** main elements we'd like to alert you to

*i. Access to **Models** of Contemporary Learning*

ii. Easier access to Teacher Learning Federation resources

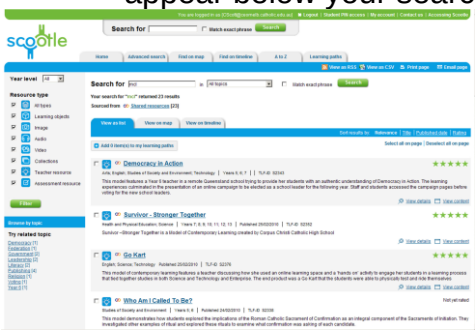
iii. internet security basics learning Object

iv. Creation of Learning paths

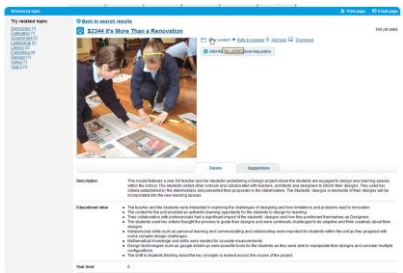
v. Software analyser

11. Access to Models of Contemporary Learning

Search for (i.e. – enter mcl – the collection of Models of Contemporary Learning will appear below your search)



Click on model name and then view content.

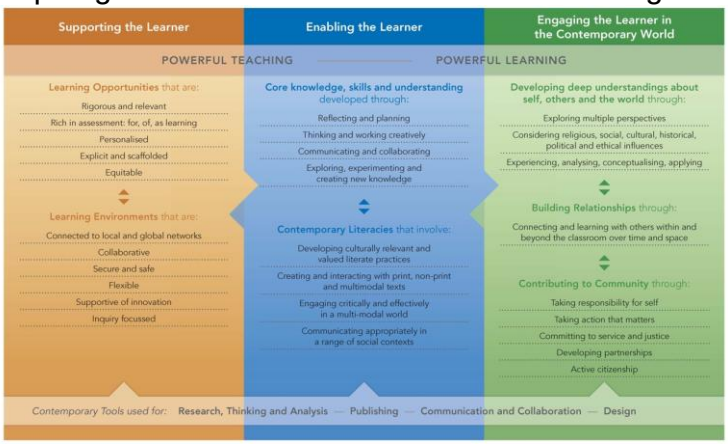


A main story and eight dimensions to support the story will appear.

Click on a dimension around the main story and more elements in relation to contemporary learning will be available.

You may notice the information surrounding the main story match fairly well with the Learning Centred Schools- Sacred Landscape ; Contemporary Learning Schema.

These models support the Learning Centred Schools Framework and strategy. It helps show what some schools are doing to support, enable and engage the learner using integration of contemporary tools. They provide a resource to develop shared understanding and language around what CEOM means by Contemporary Learning; hence inspiring educators to be innovative in nurturing 21st Century learners.



12. Easier access to Teacher Learning Federation resources
There are over 6000 learning resources you can access.
There is an option to filter for particular resources.

Learning Objects - Interactive multimedia resources

Acknowledgements - University of Western Sydney , CADRE Design

Image - digitised photographs, artworks, maps, posters and documents

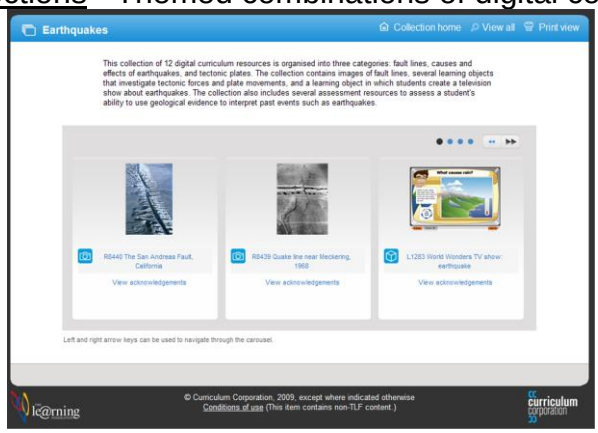
Acknowledgements - National Gallery of Australia, Canberra

Audio - Speeches, interviews and songs

Video - Short clips from documentaries, advertisements, newsreels, feature films and television program

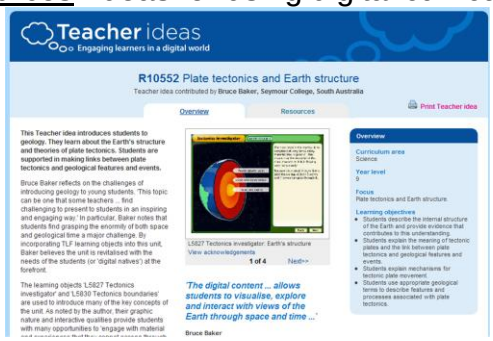
Acknowledgements- National Archives of Australia

Collections - Themed combinations of digital content



Acknowledgements- James P Blair and Getty Images.

Teacher Resources- Ideas for using digital curriculum resources

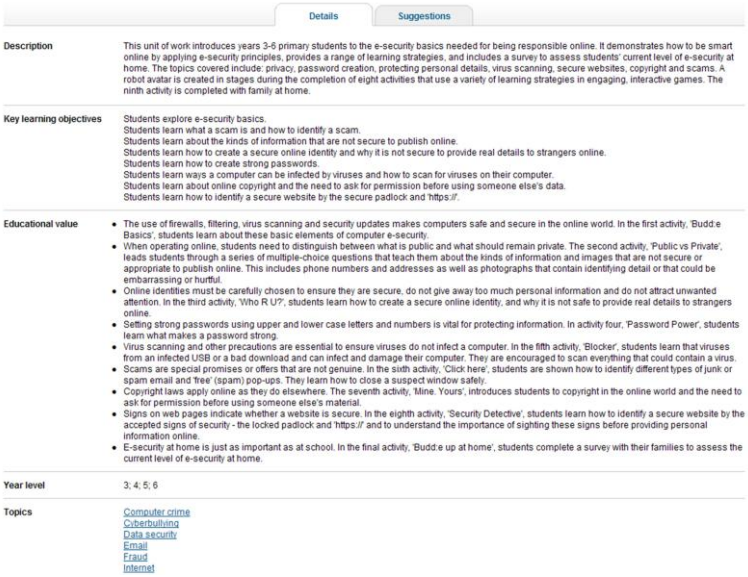


Acknowledgements- Bruce Baker, Seymour College

Assessment Resource- Interactive tasks that report on student performance

Acknowledgements- Howard Reeves, Erica Dale- Tungaroo Software , Millipede Creative Development Pty Ltd

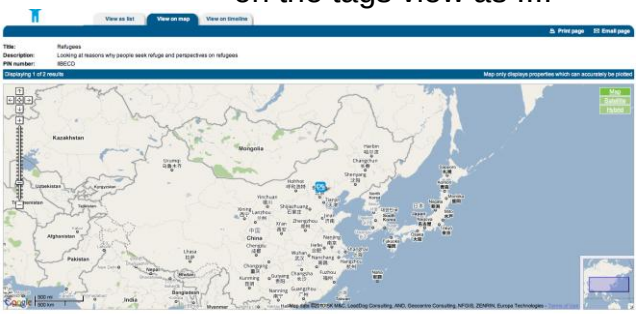
Educational Value - Each resource has metadata that provides information and ideas of how the resource can be used.



Details | Suggestions

Description	This unit of work introduces years 3-6 primary students to the e-security basics needed for being responsible online. It demonstrates how to be smart online by applying e-security principles, provides a range of learning strategies, and includes a survey to assess students' current level of e-security at home. The topics covered include: privacy, password creation, protecting personal details, virus scanning, secure websites, copyright and scams. A robot avatar is created in stages during the completion of eight activities that use a variety of learning strategies in engaging, interactive games. The ninth activity is completed with family at home.
Key learning objectives	Students explore e-security basics. Students learn what a scam is and how to identify a scam. Students learn about the kinds of information that are not secure to publish online. Students learn how to create a secure online identity and why it is not secure to provide real details to strangers online. Students learn how to create strong passwords. Students learn ways a computer can be infected by viruses and how to scan for viruses on their computer. Students learn about online copyright and the need to ask for permission before using someone else's data. Students learn how to identify a secure website by the secure padlock and 'https://'.
Educational value	• The use of firewalls, filtering, virus scanning and security updates makes computers safe and secure in the online world. In the first activity, 'Budd:e Basics', students learn about these basic elements of computer e-security. • When operating online, students need to distinguish between what is public and what should remain private. The second activity, 'Public vs Private', leads students through a series of multiple-choice questions that teach them about the kinds of information and images that are not secure or appropriate to publish online. This includes phone numbers and addresses as well as photographs that contain identifying detail or that could be embarrassing or hurtful. • Online identities must be carefully chosen to ensure they are secure, do not give away too much personal information and do not attract unwanted attention. In the third activity, 'Who R U?', students learn how to create a secure online identity, and why it is not safe to provide real details to strangers online. • Setting strong passwords using upper and lower case letters and numbers is vital for protecting information. In activity four, 'Password Power', students learn what makes a password strong. • Virus scanning and other precautions are essential to ensure viruses do not infect a computer. In the fifth activity, 'Blocker', students learn that viruses from an infected USB or a bad download and can infect and damage their computer. They are encouraged to scan everything that could contain a virus. • Scams are special promises or offers that are not genuine. In the sixth activity, 'Click here', students are shown how to identify different types of junk or spam email and 'free' (spam) pop-ups. They learn how to close a suspect window safely. • Copyright laws apply online as they do elsewhere. The seventh activity, 'Mine. Yours', introduces students to copyright in the online world and the need to ask for permission before using someone else's material. • Signs on web pages indicate whether a website is secure. In the eighth activity, 'Security Detective', students learn how to identify a secure website by the accepted signs of security - the locked padlock and 'https://' and to understand the importance of sighting these signs before providing personal information online. • E-security at home is just as important as at school. In the final activity, 'Budd:e up at home', students complete a survey with their families to assess the current level of e-security at home.
Year level	3; 4; 5; 6
Topics	Computer crime Cyberbullying Data security Email Fraud Internet

Once you have searched for the resources you can view them on a list, map or a timeline. Click on the tags view as ....



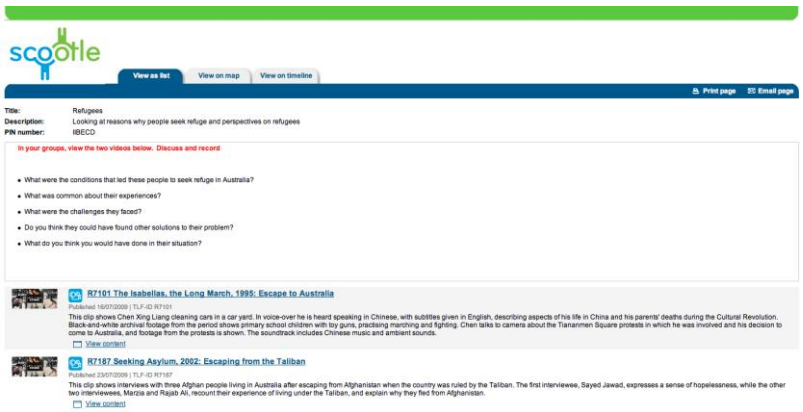
13. Internet security basics Learning Object. A unit of work introducing years 3-6 primary students to the e-security basics needed for being responsible online.

Acknowledgements - Australian Government Department of Broadband, Communications and the Digital Economy, Commonwealth of Australia

Note - If you want resources to support IWB ....use advanced search. (Tick Educational Values Statement and enter Interactive Whiteboard in the search)

14. A software analyser is available. The Le@rning Federation content is designed to be viewed within learning management systems and web browsers. It is developed and tested according to the software requirements listed below.

15. Learning paths can be developed where learning resources are scaffolded by text to encourage deeper thinking, explore concepts understandings further or/ and



Links to myclasses page , or an email can be sent and the students are giving a PIN number to access the learning path.

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eLearning Team- Curriculum & Innovation
Acknowledgements - Publisher Curriculum Corporation; The Le@rning Federation
Editure